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followed by another month of practice in the learning of nonsense syllables, and finally a second repetition—making three trials in all—of the series of tests. The results, which show a large increase in efficiency of general memory as indicated by the series of tests, are open to the serious criticism that *some* of the improvement would have appeared had the three series of twelve or more tests been alone committed to memory, i.e., without the intervening practice with the nonsense material. The improvement noted was only in part due to this latter drill. How much was due to it could have been determined by a parallel or check experiment on a similar group of subjects.

The chapter on localization of function, in which an attempt is made to relate the question of mental discipline to the findings of neurology and brain physiology, presents an obscure statement of ill-digested facts and hazy conceptions. The old faculty psychology does not lend itself to explanation in terms of modern conceptions of neurology, but the present modified views of formal discipline can be about as well explained in terms of brain psychology as can the views of the more specialized activity of the mind. The book would be much better without this chapter, which should certainly be omitted by the general student.

Under general concepts of methods a good summary is presented of the, on the whole, successful attempts that have been made to square the experimental findings with common sense and with our general observations and beliefs in the general efficacy of some specific mental disciplines. Such suggestions as the "identity of procedure" of Thorndike and the "general ideals" of Bagley are presented. The three concluding chapters discuss mainly the practical bearings of mental discipline in relation to school work.

The book is largely one of quotations rather than of original discussion, but will be found of value for class-room work because its choice and statement of material is excellent and because in the case of the experimental literature it brings together results which are scattered through many different journals.

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THE SCHOOL OF EDUCATION
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Teachers College Contributions to Education. No. 31, *The Training of Elementary School Teachers in Germany*. By I. L. KANDEL. Pp. vii+137. No. 32, *The Training of Teachers in England and Wales*. By PETER SANDIFORD. Pp. xiv+168. No. 33, *The Conflict of Naturalism and Humanism*. By WILLYSTINE GOODSSELL. Pp. vii+183. New York: Columbia University, 1910. \$1.50 each.

The dissertations of Doctors of Philosophy usually do not attract wide attention. Many of them have little significance outside the circles most directly concerned with them. The present volumes, however, are real contributions to education, and if published in ordinary book form and placed before school workers in the manner in which other educational works are presented they would have a wider circulation.

Dr. Sandiford and Dr. Kandel represent the training of both Manchester (England) and Columbia universities. Their discussions of the training of teach-

ers include the period in service as well as that given to preliminary studies. The chapters in this section will be suggestive to principals and superintendents who are concerned with increasing the efficiency of teachers already at work.

The subject is treated historically, with due regard to recent developments. I know of no other works which will enable the reader so easily to get at a fair interpretation of the general movement. Dr. Sandiford's chapter on the teacher as a civil servant, with much material in the corresponding division of the work on Germany, will be helpful in the newer efforts to restate the relation of the American teacher to the government and other social institutions.

Dr. Kandel devotes a chapter to the training of women teachers in Germany. The Prussian salary law of 1909 gave the same increase of initial salary to women and men. The distinction in training for secondary and for elementary schools is less marked in the case of women than it is in the case of men. A comparison of service ages of men and women shows much more favorably for the women than would be supposed, although the law requires that they drop out upon marriage. In parts of Prussia the dearth of men teachers has caused this law to be suspended.

Dr. Kandel's dissertation closes with a valuable comparative study of certain problems in Germany, England, and America. Among these are centralization, local adaptation, the union or separation of supervision of practice and the teaching of subject-matter and methods, and the various types of practice teaching, such as the probationary, laboratory, observational, apprentice, etc. In discussing America's indebtedness to Germany, Dr. Kandel says: "It bears excellent testimony to the progress which this country (America) has made in the science of education that in the field of elementary education Germany, her early teacher, has little to offer that is suggestive." In his conclusion he makes the statement: "While eminently successful in attaining their object, the German normal schools illustrate the dangers of applying bureaucratic methods in education. Superior authority and dictatorial methods are not calculated to develop initiative and personality, qualities which above all are desirable in a teacher."

The complexity of British conditions is well illustrated in Professor Michael E. Sadler's valuable introduction to Dr. Sandiford's dissertation. He says: "It is no exaggeration to say that there is probably no living man or woman in England or elsewhere who, if taken by surprise, could answer with accuracy all the questions of a searching examination paper dealing, in a comprehensive way, with the present educational conditions and regulations in the different parts of Great Britain and Ireland."

The chapter on statistical interpretation and comparison affords a summary of the situation. Since 1873 the total cost of education has increased tenfold while the part borne by local taxation has increased to one hundred and fifty-six times its original size. Yet the general government has firm control over the training and certification of elementary teachers and is rapidly assuming responsibility for the others.

The beginnings are shown in the training of secondary-school teachers since 1895, and more especially since the Education Act of 1902, which brought these schools under the control of the central authority. The first grants were made in 1908. The present grants available amount to only £5,000 (\$25,000)

"intended to promote the improvement of salaries and of teaching staff, and they should be supplemented for this purpose by at least an equal amount derived from other sources." The general policy is further shown by the assignment of £100 for each group of five students in training, no institution to receive more than £600. "After 1911 a university degree (with the exception of a few other qualifications of equal merit) will be an essential prerequisite. An interesting requirement is that half of the faculty must have had successful secondary-school experience. There must be not less than sixty days of practice teaching, at least forty of which are to be spent in secondary schools approved by the Board."

Dr. Sandiford indicates the stages of American influence upon England. The following quotations show some of the conclusions reached: "The best American normal schools are far superior to the English; the worst are far inferior to anything that England permits. . . . But the university education departments of America are undoubtedly the best in the world. Nowhere is there such pioneer work in scientific education being performed; nowhere is there greater freedom in experimentation allowed. . . . American normal schools could learn much from the English training colleges with regard to a healthy development of college athletics. . . . The logical solution (of the religious problem) is the complete secularization of the school, but this must be coupled with a strengthening of the work of the churches in all fields. . . . In the matter of state provision for training of teachers, other than elementary, England is far ahead of the states. . . . England and Wales have a national system of pension for elementary teachers . . . [which] will probably be extended ultimately to all teachers. . . . With respect to the curriculum . . . the faculties of the training colleges are perfectly free to reject the government schemes in favor of schemes of their own. . . . The kingdom-wide validity of the teacher's certificate, which terminates only at the pension age of sixty-five, undoubtedly contributes toward an excellent professional spirit among the teachers. This professional spirit is also fostered by the various teachers' associations which play such an important part in the educational affairs of the country."

Of less general interest but no less needed than these works is Dr. Goodsell's very comprehensive and well-written account of those influences in history which have shaped themselves as naturalism and humanism. Present-day issues in vocational and liberal education, the training of teachers, school government, and many other controverted topics could be handled much more economically and progressively if there were a better understanding of some of the less evident factors in the situation. The scientific attitude in education called for in the two dissertations just discussed requires this study of the larger situation.

In five chapters the author gives an adequate treatment of the movement from the period of the Greeks well through the nineteenth century. Her selection of material is well made. Special interests will miss here and there a topic, but many students who have not the time to organize source material for themselves will be able to make this dissertation the basis for experimentation in fields of direct usefulness.

Naturally the final chapter, upon the pragmatic solution of the problem, is less satisfactory, because it is concerned with pioneer projects, but it brings

these matters into relation to philosophical and, to some extent, to scientific principles. The democratic movement calls for a wider range of persons participating in responsibility for the changes which make for progress whether in industrial education or in the control of a teachers' association. Our experience has gone far enough to justify more statements of our thinking about what we have done, in order to be better ready for the next steps. Dr. Goodsell's work will help.

Produktive Arbeit. Beiträge zur neuen Pädagogik. Von FRITZ GANSBERG. Leipzig: Quelle & Meyer, 1909. Pp. vii+234. Illustrated. Unbound, M. 3.00; bound, M. 3.40.

A characteristically German work upon this subject would be of great value in our present discussions and experiments in vocational training. In Germany too there are many who are ready to take more account of the productive factor in education, the element of initiative, than has been common in the past. Unfortunately the present work does not seem fitted to meet either of these needs. It seems to be essentially unsystematic—something of a “common-place book” in which a school man, who has had some vision of the need of more objective teaching and of more democratic spirit, has jotted down his ideas or feelings upon “Mechanisierung in der Produktion,” “Öffentlicher Unterricht,” “Siebenjährige Schriftsteller,” “Impressionen Achtjähriger,” “Objectiver Religionsunterricht,” “Heimatkunde oder Kulturkunde,” and fifty-nine other subjects. Dr. Kuyper's excellent studies of American schools are referred to, and evidently have been one of the author's inspirations in his campaign for self-activity.

Die Entwicklung des Kampfes gegen das Gymnasium. Von GUSTAV UHLIG. Wien und Leipzig: Carl Fromme, 1910. Pp. 24.

This address, given last October at the German Association of Gymnasien at Vienna furnishes a brief but comprehensive statement of the issues between the humanists and the “Realschulfanatiker,” not only in recent struggles but also in earlier days. One can gain here from the reading of a few pages a view of the situation as seen by a strong partisan of the humanistic tendency. The address deals with the problems of modern languages, religious instruction, “Individualisierung,” etc.

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The Principles of Education. By WILLIAM CARL RUEDIGER. Boston: Houghton Mifflin Co., 1910. Pp. xii+305. \$1.25 net.

The distinctive contribution of this book is its discussion of educational values and their realization through the curriculum. It contains valuable chapters on the practical, cultural, and formal values of the various subjects of study, the nature and origin of the curriculum, and the specific educational values of the humanities and the natural sciences. If the author had confined himself to a full development of these topics his book would occupy a more distinct and certainly a more useful field. As it stands it is weakened by the